

Wichita Falls Independent School District

Cunningham Elementary

2025-2026 Campus Improvement Plan



Mission Statement

The mission of Cunningham Elementary School is to empower life long learners in an inclusive, safe, and respectful environmen, while upholding high expectations for all students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The 2023-2024 TAPR report shows Cunningham Elementary is a Title 1 School with 454 students enrolled. 68% of student being economically disadvantaged. The at-risk rate of students is 40%. The ethnic distribution is as follows:

6.6% African American

35.9% Hispanic

0.4% Asian

0.9% American Indian

8.1% two-or more races

48% White.

43.8% of Students qualify for SpEcial Education services

Daily Attendance Rate: 93.9% (2022-2023 TAPR)

Cunningham's Special Education population makes up 36% of the total student population. We also serve four district centralized Special Education programs; LIFE, LEAP, ESCE, and the Regional Program for the Deaf and Hard of Hearing.

Demographics Strengths

Cunningham serves a diverse population of students and we have a campus-wide acceptance of students with special needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Certain student groups, specifically special ed students and low economically disadvantaged, met grade level on the state assessments at a much lower percentage compared to students who are not in those groups.

Root Cause: These populations of students are measured against a set standard versus their growth.

Student Learning

Student Learning Summary

* Data taken from MAP, Eduphoria, Texasassessment.gov

In Domain 1, student achievement:

STAAR 2024-2025

3rd RLA 56% Approaches, 29% Meets, 9% Masters, 3rd Math 53% Approaches, 25% Meets, 11% Masters

4th RLA 69% Approaches, 49% Meets, 11% Masters, 4th Math 52% Approaches, 34% Meets, 10% Masters

5th RLA 65% Approaches, 48% Meets, 13% Masters, 5th Math 69% Approaches, 38% Meets, 6% Masters, 5th Science 71% Approaches, 35% Meets, 15% Masters

Kindergarten EOY MAP: Reading 67% of student met or exceeded growth goal, Math 67% of students met or exceeded growth goal

1st Grade EOY MAP: Reading 50% of students met or exceeded growth goal, Math 68% of students met or exceeded growth goal

2nd Grade EOY MAP:

Reading 16% of students met or exceeded growth goal, Math 40% of students met or exceeded growth goal

Student Learning Strengths

Lots of growth in Domain 2 and Domain 3

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are performing lower in overall student achievement (Domain 1).

Root Cause: Lack of foundational skills in all grade levels.

Problem Statement 2: MAP data indicate 2nd grade growth scores are lower than all other schools in our district.

Root Cause: New curriculum for RLA No set Math curriculum Large percentage not making growth gains Inconsistent RTI

School Processes & Programs

School Processes & Programs Summary

Cunningham will implement all components in Amplify and Bluebonnet (HQIM) for RLA and Math. The instructional coach supports teachers in improving instruction by observing classes, helping to plan and facilitating PLC/Internalization meetings, and meeting with teachers on a regular basis. All classrooms will be equipped with Chromebooks. We have 39 classrooms outfitted with digital sound fields for all students' benefit, but especailly our student who are deaf and hard of hearing. All teachers will also be trained in Seidlitz instructional strategies to help support ELL students, SPED students, and struggling learners. Grade 4 and 5 teachers and tutors will receive training for AI tutoring and will support students as needed.

School Processes & Programs Strengths

Cunningham has a weekly scheduled PLC time for grade level teachers to meet together with the instructional coach. Some of the PLC meetings are facilitated by campus administration to use for job embedded professional development. We also have vertical team meetings once per nine weeks with a focus on consistency of academic vocabulary through out grade levels. Additionally, we have a monthly scheduled time for teacher leaders to meet with each other and admin. Teachers also meet regularly for MTSS to discuss the needs of students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of collaboration between SpEd and Gen Ed teachers to address and prevent learning gaps.

Root Cause: SpEd teachers are not attending PLC and MTSS meetings. Gen Ed teachers have a lack of understanding of best practices for SpEd students.

Problem Statement 2: New and struggling teachers are in need of additional support.

Root Cause: Teachers are quickly overwhelmed by the expectations and the amount of work to be accomplished.

Perceptions

Perceptions Summary

Cunningham staff will provide a safe and secure environment for all students. The focus will be on improving student achievement and student academic success. Our campus provides opportunities for students to become involved through after-school enrichment clubs. Cunningham provides a friendly and nurturing learning environment for all students. Our goal is to empower students to become lifelong learners. All teachers will provide students with data-driven instruction. Students have individual data folders in order to track their own learning and set learning goals. Our students participate in a school-wide Character Ed Program with the school counselor.

The staff at Cunningham will continue to have high standards for students. Assessment scores will be disaggregated to determine strengths and areas in need of improvement. Targeted instruction will take place based on assessment results. MTSS meetings will be held a minimum of every 9 weeks. Daily Response to Intervention time will be scheduled and utilized. All interventions will be targeted and skill based. Cunningham staff is committed to improved student academic achievement.

Perceptions Strengths

Cunningham provides a friendly and nurturing learning environment for all students. Cunningham strategically places staff in areas of our building before school, during lunch, and after school to ensure the safety of all students. All students are greeted by staff each morning as they arrive. The security doors are used daily and are beneficial regarding campus security.

Cunningham is a Level 1 HRS certified campus. We implement Capturing Kids Hearts and are a National Showcase School.

Meet the Teacher is held in August for families to come and visit with their child's new teacher. Other involvement events are planned throughout the year. Two large parent and community involvement events are held each year - one per semester. The Fall event focuses on family connections, and the Spring event focuses on college and career opportunities. Parents are asked to complete parent surveys at all events.

Cunningham has supportive PIE partners. Read to Learn for 2nd grade. PALS/Mentors for students and other volunteers that support students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lack on consistency in discipline and relationships.

Root Cause: Staff are inconsistent with following the Excellence plans and CKH guidelines.

Priority Problem Statements

Problem Statement 1: Students are performing lower in overall student achievement (Domain 1).

Root Cause 1: Lack of foundational skills in all grade levels.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Certain student groups, specifically special ed students and low economically disadvantaged, met grade level on the state assessments at a much lower percentage compared to students who are not in those groups.

Root Cause 2: These populations of students are measured against a set standard versus their growth.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Lack of collaboration between SpEd and Gen Ed teachers to address and prevent learning gaps.

Root Cause 3: SpEd teachers are not attending PLC and MTSS meetings. Gen Ed teachers have a lack of understanding of best practices for SpEd students.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data

Goals

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 1: Maintain 90% of staff at the end of the 2025-2026 school year.

Evaluation Data Sources: WFISD Staffing Information

Resignation/retirement letters

Mentors assigned

New Teacher Academy Agenda

New Teacher Academy Sign In Sheets

New Staff Survey and Results

Strategy 1 Details	Reviews			
Strategy 1: The campus will meet all guidelines regarding the certified status requirements for teachers and paraprofessionals. If needed, the campus will provide notifications to parents if staff does not meet certified status. Any non-qualified staff member will follow a district development certification plan. Strategy's Expected Result/Impact: HR Certified teacher report Principal Attestation Staff Responsible for Monitoring: Principal and Assistant Principal - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
Strategy 2: Staff will be offered staff development opportunities, either on campus, within WFISD, or out of district, throughout the year. Topics chosen by staff will be included. Professional development will be designed to support improved student achievement. Strategy's Expected Result/Impact: Staff will have a better understanding of best practices and district initiatives Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Coach and District Curriculum Staff - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details	Reviews			
Strategy 3: A mentor/mentee program will be implemented. Teams of new and veteran teachers will meet throughout the year for additional planning professional development. Strategy's Expected Result/Impact: Retention of new teachers Better understanding of programs and processes at Cunningham Create a support system for new teachers on campus Staff Responsible for Monitoring: Instructional coaches; campus administrators - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy Funding Sources: Stipend for teachers serving as mentors - Title 1 Part A - 211 e 13 6118 00 108 6 30 000 - \$4,000	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Build a foundation of literacy and numeracy and other foundational skills .

Performance Objective 1: 80% of Pre-K students will score "on track" in the following areas of CLI: rapid letter naming, rapid vocabulary, and phonological awareness, and overall Math at the end of the year.

Evaluation Data Sources: CLI Engage Assessment

Strategy 1 Details	Reviews			
Strategy 1: Pre-K teachers will create a literacy and numeracy environment and will conduct regular formal and informal assessments. Strategy's Expected Result/Impact: Increased literacy and numeracy competence Student learning will be reviewed and discussed during PLC. Staff Responsible for Monitoring: Pre-K Teachers Instructional Coach Campus Admin - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Build a foundation of literacy and numeracy and other foundational skills .

Performance Objective 2: 80% of Kindergarten through 2nd grade students will meet or exceed expected growth as measured by the EOY MAP Reading & Math Assessments.

Evaluation Data Sources: NWEA MAP Assessments & Reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers will meet weekly during PLC to cover a variety of topic including, but not limited to; planning, review data from weekly assessments and/or district assigned assessments, and professional development. Strategy's Expected Result/Impact: All students leaving Kinder reading on grade level More students will meet expected growth Staff Responsible for Monitoring: Instructional coach and Campus Admin - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will collaboratively plan for implementation of Amplify and Bluebonnet. Strategy's Expected Result/Impact: Increased student achievement Consistency in curriculum TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Connect high school to career and college.

Performance Objective 1: Increase student awareness of post-secondary opportunities by offering one college and career awareness activities by the end of the 2025-2026 school year.

Evaluation Data Sources: Flyers, Agendas, Photos, and Student Surveys

Strategy 1 Details	Reviews			
Strategy 1: Make students aware of post-secondary opportunities by all staff displaying a "meet the teacher" poster outside of their classroom that focuses on education and certifications/trades/military experience. Staff and students will also participate in college t-shirt days. Strategy's Expected Result/Impact: Increased awareness of post-secondary opportunities. Staff Responsible for Monitoring: All Staff TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
Strategy 2: Host a career exploration day. Each grade level will recruit parents from different professions to come and speak in 10-15 minute increments about their different career paths and the steps it took to get there. Strategy's Expected Result/Impact: Increased awareness of post-secondary opportunities. Job exploration Staff Responsible for Monitoring: College & Career Committee TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Improve low performing schools.

Performance Objective 1: Help motivate students through recognition programs, maintaining at least 4 school wide recognition programs, by the end of the 2025-2026 school year and continuing classroom level recognition.

Evaluation Data Sources: Awards Ceremonies
Academic Recognition
9 weeks parties
Fun Fridays
PBIS Classroom Incentives/classroom Motivators/Incentives (Punch Cards, Bean Jars, etc.)

Strategy 1 Details	Reviews			
Strategy 1: Implement a variety of programs within the classroom and across the campus, including, but not limited to: Awards Ceremonies Academic Recognition 9 weeks parties Classroom Motivators/Incentives (Punch Cards, Bean Jars, etc.) Strategy's Expected Result/Impact: Students will be motivated to strive for greatness in both academics and behavior. Students will be respectful, responsible, and ready to learn. Staff Responsible for Monitoring: All Staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Awards - SCE - 199e11639900108030000 - \$500	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Improve low performing schools.

Performance Objective 2: Increase parent awareness and engagement opportunities by utilizing at least 3 modes of parent communication throughout the 2025-2026 school year.

Evaluation Data Sources: Parent Square
Social Media
Newsletter
Calendars

Strategy 1 Details	Reviews			
Strategy 1: Post monthly calendars with up to date information about events, dress up days, holidays, etc. Strategy's Expected Result/Impact: Parents will be aware of upcoming events and will provided with timely information about what's happening at school. More parental involvement Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
Strategy 2: Staff will make positive calls home to parents/families. Strategy's Expected Result/Impact: Staff will build a positive rapport with parents/families. Parents/families will be more receptive to any future potential negative calls that may have to take place. Staff Responsible for Monitoring: Classroom teachers, Campus Admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Improve low performing schools.

Performance Objective 3: Promote parent and family involvement in the school community by offering 2 family engagement events during the 2025-2026 school year. The family engagement will be coupled with a Title 1 meeting for families.

Evaluation Data Sources: Parent Survey

Strategy 1 Details	Reviews			
Strategy 1: Organize and implement a fall Open House/BINGO & Brownies. Parents will gain knowledge about their child's classroom and also be presented with the Title 1 information for our campus at a general session. Strategy's Expected Result/Impact: Increase parent and family involvement and awareness of Title 1 information. Staff Responsible for Monitoring: Parent and Family Engagement committee, Principial TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Supplies - Title 1 Part A - 211 e61 6399 00 108 6 30 215 - \$1,084, Snacks - Title 1 Part A - 211 e61 6499 00 108 6 30 215 - \$600	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Improve low performing schools.

Performance Objective 4: Increase overall campus attendance rate to 95% or higher for the 2025-2026 school year.

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Recognize students with perfect attendance during 9 weeks awards ceremonies. Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Attendance Clerk Administration Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
Strategy 2: We will identify and monitor students with chronic attendance issues and utilize campus and district resources and personnel to improve attendance. We will refer students to truancy court and offer make-up school. We will attempt to address social, emotional, and academic needs of all students. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Improve low performing schools.

Performance Objective 5: Improve our overall accountability rating from C to B by increasing our Domain 1 (overall achievement) and Domain 3 score (closing the gaps).

High Priority

Evaluation Data Sources: STAAR assessment

Strategy 1 Details		Reviews			
Strategy 1: SCE and Title funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners. Additional technology, Chromebook carts, smart boards, headphones and technology licenses will be purchased to aide instruction in the classroom. Strategy's Expected Result/Impact: Enhanced learning during instruction and Response to Intervention Staff Responsible for Monitoring: Principal Asst. Principal Instructional Coach TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Supplies - Title 1 Part A - 211 e11 6399 00 108 6 30 000 - \$9,936		Formative			Summative
		Nov	Feb	May	June
Strategy 2 Details		Reviews			
Strategy 2: Title funds will be used to address the social/emotional needs of our students. Supplemental social/emotional curriculum as well as auxiliary items to support not only social/emotional learning but also assist students in emotional distress in our sensory room and calming areas so they can return to quality instruction as appropriate. Strategy's Expected Result/Impact: Students will be able to learn social emotional regulation so they can return to the classroom better regulated and able to interact with the curriculum. Staff Responsible for Monitoring: Special Education Staff Campus Social Worker Campus Admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Materials for the sensory lab. - Title 1 Part A - \$5,000		Formative			Summative
		Nov	Feb	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: Improve low performing schools.

Performance Objective 6: 80% of Third through Fifth grade students will meet or exceed expected growth as measured by the EOY MAP Reading & Math Assessments.

Evaluation Data Sources: MAP Assessment / Reports

Strategy 1 Details	Reviews			
Strategy 1: Title funds will be used for tutors, instructional materials, and purchase of technology such as touch screen boards, headphones, and chromebooks. Strategy's Expected Result/Impact: Increased MAP scores. More students will meet expected growth MAP projections will correlate to STAAR Staff Responsible for Monitoring: 3rd-5th Teachers Instructional Coach Campus Admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Tutors - Title 1 Part A - 211 e 11 6118 67 108 5 30 000, Instructional materials - Title 1 Part A - 211 e 11 6399 00 108 5 30 000	Formative			Summative
	Nov	Feb	May	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will meet weekly during PLC to cover a variety of topic including, but not limited to; planning, review data from weekly assessments and/or district assigned assessments, and professional development. Informal an formal assessments will be STAAR and HQIM aligned and tracked for growth. Strategy's Expected Result/Impact: Increased MAP scores. More students will meet expected growth MAP projections will correlate to STAAR Staff Responsible for Monitoring: Teachers Instructional Coach Campus Admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Cunningham Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

Personnel for Cunningham Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Hollie Delgado	Para	1
Jessica Young	Social Worker	1
Louise Parker	Para	1
Shannon Roberson	Para	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Renfroe	Instructional Coach	School Wide	1

Site Based Decision Making Committee

Committee Role	Name	Position
Teacher	Chelsea Borne	1st Grade
Para Representative	Shannon Roberson	Paraprofessional
Social Worker	Jessica Young	Social Worker
Community Rep	Amy Bobrowitz	SAFB
Business Rep	Richard Koetter	Armored Roofing
Parent	Talitha Brown	Parent
Para Liasion	Shannon Roberson	Paraprofessional
District Level Representative	Kim Thorne	Associate Director of Special Programs
Teacher	Jessica Jacobs	ECSE PK
Teacher	Sarah Jones	ECSE 3 year old
Teacher	Alex Riding-In	Deaf Ed
Teacher	Abby Allen	LEAP
Teacher	Sydney Meek	LIFE
Teacher	Ellen Shannon	5th Grade
Teacher	Lois Krugle	4th Grade
Teacher	Janya Williams	3rd Grade
Teacher	Tina Dean	2nd Grade
Teacher	Caitlin Williams	Kindergarten
Non-Homeroom Teacher	Drew Davis	Music
Teacher	Robin Becker	Resource/SpEd
Teacher	Elizabeth Renfroe	Instructional Coach
Administrator	Jared Jacobs	Asst. Principal
Administrator	Amy Simmons	Principal

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Stipend for teachers serving as mentors	211 e 13 6118 00 108 6 30 000	\$4,000.00
4	3	1	Snacks	211 e61 6499 00 108 6 30 215	\$600.00
4	3	1	Supplies	211 e61 6399 00 108 6 30 215	\$1,084.00
4	5	1	Supplies	211 e11 6399 00 108 6 30 000	\$9,936.00
4	5	2	Materials for the sensory lab.		\$5,000.00
4	6	1	Tutors	211 e 11 6118 67 108 5 30 000	\$0.00
4	6	1	Instructional materials	211 e 11 6399 00 108 5 30 000	\$0.00
Sub-Total					\$20,620.00
Budgeted Fund Source Amount					\$141,086.00
+/- Difference					\$120,466.00
Grand Total Budgeted					\$141,086.00
Grand Total Spent					\$20,620.00
+/- Difference					\$120,466.00